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ABSTRACT

In two chapters, this report describes the objectives of the Coalition for National Service, a group of individuals and organizations that support state and local youth service initiatives, foster discussion and debate on national service, and endorse a national service action agenda. Chapter 1 gives a brief overview of the status of, and perspectives on, national service. The information comes almost entirely from presentations made at the Wingspread Conference of the Coalition for National Service in July 1988. Chapter 2 describes an action agenda for the 1990s. (JAM)

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National Service an Action Agenda for the 1990's

Coalition for National Service

EA 021 127

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INTRODUCTION AND ACKNOWLEDGEMENTS

This is a publication of the Coalition for National Service, a group of individuals and organizations who support state and local youth service initiatives, foster discussion and debate on national service, and endorse the statement on voluntary national service that appears as Chapter II, Item A of this booklet. A list of Coalition members appears in Appendix A.

The Coalition for National Service is a project of the National Service Secretariat, a nonprofit organization founded in 1966 to foster the serious consideration of national service and to be a clearinghouse of information on national service. While the Coalition makes clear its stand on national service, neither it nor the Secretariat takes a position on candidates for public office or on pieces of legislation.

Correspondence with several dozen Coalition members in 1987 revealed strong support for putting together an action agenda for national service in the 1990s. Accordingly, 35 Coalition members — representing a cross-section of the Coalition — met at the Wingspread Conference Center in Racine, Wisconsin, from July 7 to 9, 1988, to prepare the agenda. The agenda was then shared with all members of the Coalition for appraisal and comment.

The response indicates that those who participated in the Wingspread Conference were indeed representative of the Coalition at large. Both individual and institutional members overwhelmingly support the many agenda items as things worth pursuing for the next decade. At the same time, not every Coalition member is in full agreement with every item on the agenda.

The agenda is intended to be a frame of reference for the balance of the 20th Century. A few agenda items are national in scope, one is global. The majority are intended for state and local action. They are initiatives that can be taken and principles that can be followed by schools, youth groups, businesses, community service agencies and other local entities, whether or not some kind of national service comes into being.

The absence of target dates in the agenda reflects reality. At the national and international levels, the Coalition recognizes that external events will play a major role in determining when certain elements of the agenda can be advanced most expeditiously. We intend to be on the alert for those fleeting moments while keeping the agenda before the public and encouraging youth service initiatives at all levels.

At the local level, parts of the agenda are already in place in some schools and localities. Elsewhere, the existence of this agenda, supported as it is by a number of the most respected persons in areas such as education and youth policy, may help to legitimize the efforts of those who are now struggling to convince local policy makers to proceed with sound youth service initiatives.

The Wingspread Conference was a working meeting. The only speech was the keynote address given by Rev. Theodore M. Hesburgh, President Emeritus of the University of Notre Dame. Excerpts from his talk appear as Chapter III. Next, several Coalition members reported on a number of topics closely linked to national service. Summaries of their reports appear as Chapter I. Then we formed ourselves into work groups to formulate the agenda items that appear as Chapter II. Except for Item A, "Establish a National Youth Service," which the Wingspread Conference revised from a statement first published by the Secretariat in 1970, Chapter II was written at Wingspread.

The work groups at Wingspread were led by Robert L. Clodius, President of the National Association of State Universities and Land Grant Colleges; James C. Kielsmeier, President of the National Youth Leadership Council; R. Peter Straus, President of Straus Communications; Rafael Valdivieso, Vice President of the Hispanic Policy Development Project; Roger Landrum, Co-Director of Youth Service America; Stuart Langton, Executive Director of the Lincoln Filene Center for Citizen Participation; Pete McCloskey, Attorney-at-Law; and Franciena Fowler-Turner, Coordinator of Volunteer Programs at St. Ann's Infant and Maternity Home.

Among those who had a major hand in drafting one or more of the resolutions were S. Kim Grose, a student at Stanford University; David Hornbeck, former State Superintendent of Schools for Maryland; Prof. Mel King of MIT; Peter Levine, a student at Yale College; James Nell, Board Member of the United States Student Association; and June Willenz, Executive Director of the American Veterans Committee. Earl W. Eames, Jr., Chairman of the Board of Trustees of the Secretariat, and I took turns in the chair.

Thanks are due to the Johnson Foundation for hosting the conference; to the Everett Foundation, The Mutual Benefit Life Insurance Company and the Ogilvy Group for financial and technical support, and most of all to Coalition members who have been the main source of moral and financial support for Secretariat activities since 1970.

Donald J. Eberly
Executive Director
Coalition for National Service

September 1988

I.

WHERE NATIONAL SERVICE STANDS AS 1990 APPROACHES

This chapter gives a brief overview of the status of, and perspectives on, national service. The information comes almost entirely from presentations made at the Wingspread Conference of the Coalition for National Service in July of 1988.

1. The service needs of society remain high and full-time volunteers can make unique contributions toward meeting the needs.

Surveys taken during the 1960s, 1970s, and 1980s have consistently shown a great need for public service work of a kind that could be performed by young people. The main areas are conservation, education, literacy training, health care, day care, and elder care.

Dr. Hans R. Huessy, Professor of Psychiatry Emeritus at the University of Vermont College of Medicine, presented a compelling case for full-time, year-round volunteers to work with patients who are mentally ill and mentally retarded. He said, "The chronically disabled require a constant giving, and especially the chronic mentally ill patient or retarded individual, cannot give back in nearly equal amounts. Professionals who genuinely try, 'burn out.' They cannot sustain it.

"Voluntary service is needed because there is no other way to meet the needs of these individuals that would be humane."

"But for a time-limited period all of us can make a nearly total commitment. Volunteers who serve six to 24 months can give of themselves to meet the needs of these unfortunate members of society. They do not disappear at 5 p.m. or on weekends. Since their future is not dependent on their temporary supervisor, they will object to any deficiencies in the setting. They will be noisy in their complaints and through their individual, personal commitment they will find original solutions to many of their clients needs.

"Voluntary service is needed because there is no other way to meet the needs of these individuals that would be humane. And this caring system would provide this far superior care for one tenth of the cost of current professional programs . . .

Professional consultation without the caring does not work. Caring without professional input also does not work. The professional input can be bought. The caring can come only through committed service."

2. Public support for voluntary national service remains high.

Ever since a 1936 Gallup Poll found that 82% of the public favored continuation of the Civilian Conservation Corps, Americans have shown strong support for various forms of national youth service. A 1966 Gallup Poll revealed that 72% of the public favored requiring all young men to give two years of either military or non-military service. By 1979, support for mandatory civilian or military service had fallen to 60%, but support for a system of voluntary national service stood at 77% among 18-24 year olds.

"As far as the American people are concerned," reported George Gallup, Co-Chairman of the Gallup Organization, "national service on a broad scale is an idea whose time is long overdue. In fact, if a national referendum were held today on whether young men should be required to give a year of service to the nation — in either military or non-military work — the proposal would likely win heavy support.

"Even greater enthusiasm is found for a *voluntary* program. In fact, a Gallup Poll, reported January 24, 1988, found more than eight in 10 Americans (83%) in favor of setting up a voluntary national program that would permit young people of both sexes to enroll in the military forces or in non-military service projects.

"All age groups show high levels of support for giving young people a choice of offering a year of their time following high school or college. In fact, the 18-24 year age group favors the idea even slightly more (87%) than the general public."

3. Opportunities for school-related community service by high school students are increasing.

David Hornbeck, Superintendent of Schools for the State of Maryland, said that "a number of the national organizations concerned with high schools are affirming national service. A few, such as the National Association of Secondary School Principals and the National Association of State Boards of Education, have formally adopted a supportive position by joining the Coalition.

"... any decent service placement carries with it all of the generic employability skills necessary to be a productive employee."

"However, national service has not yet become the focus of attention for educational groups and I am pleased with this gathering because it can serve as a catalyst for action. In addition to the reasons for national service

that Father Hesburgh gave us last night (see Chapter III), it also deserves our support because it enhances the economic development prospects of the United States. I frequently hear the case made by educators that any decent service placement carries with it all of the generic employability skills necessary to be a productive employee. This is a strong strategic argument for making the case for national service to corporate America.

"In Maryland by September [1988], about 20% of the high schools will have formal credit programs tied to community service. What is crucial is to have people throughout a state helping high schools to put these programs in place. Some school systems — such as Atlanta, Detroit and Springfield, Mass. — have made student service-learning a requirement.

"Two major foundation reports which will be issued in the next 12 months will strongly support youth community service. The Grant Commission and the Carnegie Task Force on the Education of Early Adolescence will make important supportive recommendations. These reports can become rallying points."

4. Community service by college and university students, long a quiet tradition on many campuses, is now actively supported by young people and professional educators.

Rebecca Breuer of the Campus Outreach Opportunity League (COOL) said that "COOL is a nonprofit organization run by recent graduates like myself. We go around the country to promote student involvement in community service. COOL has chapters in about 160 colleges and universities.

"The Campus Compact, directed by Susan Stroud, also supports service by students but works with college presidents to provide leadership to institutionalize service-learning on campuses. It has about 150 member schools. Now Campus Compact is developing state groups to accept all who want to join. California, Michigan and Pennsylvania are now formally under way and others are en route. Campus Compact expects member college presidents to make personal commitments to improve the quality and quantity of community service, and to involve faculty members in the effort.

"A number of campuses are organizing alternative spring breaks. Instead of going to the beaches and drinking beer they are working with the shelters that need to be built and homes that need to be repaired.

"Several universities have done surveys. These surveys and our experience show there needs to be an avenue for service on campus. Then students will respond.

"The interest that is on the campuses and the support for national service will turn into people actively doing things and becoming part of a service corps movement that will last for a number of years."

5. Voluntary national service has the potential to greatly expand the contributions of the volunteer sector to American society, but only if it is done with a high degree of sensitivity.

Harry J. Hogan, member of the Board of Directors of the Council for the Advancement of Citizenship, said that "our nation is re-examining its values. The primary problem we face today as a nation is 'Who are we, what do we stand for, what are our responsibilities on a national and international level?' Consideration of civic service is central to that re-examination. Civic service decisions will be expressed in activities traditionally regarded as within the volunteer sector.

"We are now making the effort to re-describe individual social responsibility in this technologic economy we are in. We will move in the volunteer sector to describing voluntarism as acceptance of civic responsibility. Eight years ago national service advocates offered it as an alternative to military service but President Reagan stopped that. His decision compelled us to approach the question of civic service locally. How do we offer community service not as an alternative to military but as a direct acceptance by community and individual of civic responsibility?

"The potential is tremendous. We are now embarked on immediate decisions nationally in relation to those programs which have been developed locally over the past eight years. H. R. 18 (see p. 9) is probably the most hopeful national approach as it recognizes the importance of local initiatives, of preserving and strengthening what is now going on in the volunteer sector. Local programs traditionally known as the volunteer sector must be strengthened and developed in a sensibly coordinated national effort.

"The danger that we in the volunteer sector are concerned about is the possibility of total federal control imposed from above. That danger is also expressed in the present federal government review of federal legislation affecting nonprofit agencies. The nonprofit tax exemption, for example, must be preserved because it recognizes independent responsibility of volunteer sector institutions."

6. Various forms of national service can be found in many countries.

Prof. Michael Sherraden of Washington University at St. Louis said that "Don Eberly and I are looking at national service programs in ten countries. So far, we have seen them in operation in Canada, China, Costa Rica, Indonesia, Israel, Mexico and the United States. We also plan to cover Botswana, Nigeria and Great Britain. It appears to date that the programs which tap into very strong central national values are the programs that tend to be more substantial and more stable over time.

"Looking at the Civilian Conservation Corps, the value that made it popular was America's can-do spirit. Being rooted in that value had more to do with the success of the CCC than helping poor young men. In today's America I think the can-do spirit can be joined with the value of useful service to form the tap-roots for national service.

"national service programs . . . which tap into very strong central national values are the programs that tend to be more substantial and more stable over time."

"In the China of Mao Zedong, the central value was 'Serve the People.' With the shift to free enterprise and the private sector now under way in China, the commitment to serving others appears to be weaker than it was a decade or two ago.

"I spent six months in Mexico last year and in all my discussions with Mexicans about the requirement for university students to give six months of service, no one at any level expressed any opposition whatsoever. The central value in Mexico appears to be that students should contribute something to the country in return for the education provided by the country."

7. The rate of youth unemployment is high and seems unlikely to abate in the coming years.

Terri Bergman, Manager of Legislation and Regulation for the National Alliance of Business, said that "the prospects for youth employment are poorer than one would expect given the declining number of working-age young people in our society and the upturn in the American economy. In 1987, the unemployment rate for 16-19 year olds was 16.9%, and was much higher for blacks in that age group — 34.7%.

"Labor force participation rates for 16-24 year olds are fairly high, although much of the participation is part-time. The participation rates for this age group in 1986 were 71% for whites, 57% for blacks and 66% for Hispanics.

"Lack of education has a significant effect on employability. Those who do not complete high school have approximately twice the unemployment rate of those who do.

"Long-term studies give little reason for optimism. Over the past few years youth unemployment rates have been falling and participation rates have been rising. This sounds good; on the other hand the ratio of the jobless rates between young people and adults has been increasing, from 2.1 in 1950 to 2.4 currently. Thus the gains young people have been making in the economy have been less than those of adults. The ratio of unemployment between black and white young people has been rising over the years, from 1.75 in 1955 to 2.4 in 1986.

"Though the number of young people is declining, the employment prospects for them are not good. The causes include poor preparation of young people for employment — in both basic skills and in employability skills — as well as poor school-to-work transition mechanisms. Also, the economy is changing and more is demanded of entry-level qualifications today. The National Alliance of Business is greatly concerned with these persistent problems and I look forward to discussing ways in which youth service can improve both skill levels of young people and their transition from school to work."

8. The United States could be faced with a return to a peacetime military draft early in the 1990s.

On one hand the decreasing youth population — some 25 million 18-24 year olds in the early 1990s compared to 30 million in 1980 — would require the Armed Forces to recruit one in three eligible males to maintain present force levels and assuming the female enlistments continue at 10% of total enlistments. On the other hand, the Department of Defense is seriously considering reducing the size of the active duty force from the present level of 2.1 million. If that decision were made, it would ease the recruiting pressures for several years.

"In constant [1986] dollars, we are spending \$30 billion a year more in personnel costs than during the peacetime draft in 1964, despite having a much smaller military force."

Prof. Charles C. Moskos of Northwestern University reported that "recruitment into the enlisted ranks of the All-Volunteer Force (AVF) has gone through two phases and appears to be entering a third. During the 1970s, quantitative and qualitative recruitment problems were severe. During the 1980s, recruitment improved greatly, mainly owing to higher salaries and the introduction of post-service educational benefits. The 1990s augur a more difficult recruitment era as the youth cohort becomes smaller.

"The increased costs of the AVF are also noteworthy. In constant dollars, we are spending \$30 billion a year more in personnel costs than during the peacetime draft in 1964, despite having a much smaller military force. It may be the economic costs as much as its sociology that will bring the AVF into question. Introducing a citizen-soldier track (short enlistments, low pay, GI-Bill benefits) will build on enlistment successes and be consistent with the concept of voluntary national service."

9. The recent growth of state and local youth service programs offers a solid foundation for the development of voluntary national service.

Robert Burkhardt, President of the National Association of Service and Conservation Corps (NASCC), said that "in mid-1988 approximately 60 state and local youth service programs offer opportunities for full-time service to some 60,000 young people. Some programs are summer only and others are year-round. Some are rural and others urban. Some emphasize human service work and others conservation.

"State and local efforts range in size from the Montgomery County (MD) Conservation Corps with 25 participants and a budget of about \$450,000, to the California Conservation Corps with 2200 Corpsmembers and a budget of \$58 million. Legislation in support of statewide youth service initiatives is making its way through the legislatures in California, Massachusetts and Minnesota. Planning for statewide initiatives is underway in Maryland, Ohio and Vermont. The NASCC and Public/Private Ventures are about to launch the Urban Corps Expansion Project. Our aim is to help get 15 new city youth service programs started in the next few years.

"Most of the full-time service programs provide a level of intensity for young people which is a useful device for stimulating growth. There is a steady barrage of spoken and unspoken values, such as: showing up for work on time, staying away from drugs, registering to vote, making daily journal entries, public speaking, donating blood, improving literacy and more, all in the context of hard work in service to a larger community."

10. Congressional interest in national service is on the rise.

Donald J. Eberly, executive director of the Coalition for National Service, reported that "more national service bills were introduced with the new session of Congress in 1987 than ever before. The one that has advanced furthest by mid-1988 is the Panetta-Udall-Martinez bill (H.R. 18). It provides \$50 million in matching grants to states and cities with youth service programs, \$70 million for conservation corps at all levels, \$30 million for education and training, and \$1 million for a commission study of national service.

"The Democratic Leadership Council's (DLC) plan for national service, announced in May of 1988, is now being put into legislative form and is to be introduced by Senator Sam Nunn later in 1988 or in 1989. The DLC plan would replace the present Pell grants for higher education with vouchers based on time in service — \$10,000 per year of civilian service and \$12,000 per year of military service. Also, higher education loan programs would be limited almost entirely to persons who had completed at least one year of civilian or military national service.

"Senator Claiborne Pell has submitted a bill (S.762) that would support a five-year, \$150 million test of national service and that would authorize \$25 million over five years to train prospective Peace Corps Volunteers while still in college. Rep. Connie Morella has introduced the Peace Corps part of the Pell bill in the House of Representatives. In other national service legislation, Senator Dale Bumpers has proposed a partial write-off of educational loans to graduates doing full-time community service; Rep. Dave McCurdy has submitted legislation similar to the DLC plan; Rep. Robert Torricelli has introduced one bill calling for a Commission on National Service Opportunities and another for a system of mandatory service; and Rep. Gerry Sikorski has introduced the Bumpers bill in the House as well as a bill that would support the study of opportunities for national service with Federal agencies.

"It seems unlikely that any of these bills will be enacted in 1988 but the proposals of Panetta-Udall-Martinez, the DLC and Pell-Morella — and perhaps others — will be seriously considered in the session of Congress which begins in 1989."

II.

AN ACTION AGENDA FOR THE 1990S

This chapter describes what needs to be done in the 1990s. Just who will do the work or where the resources will come from is not always clear. The creation of a National Youth Service and a Foundation to support it, as described in the first two agenda items, would greatly facilitate accomplishment of the other agenda items.

The first item on the Agenda, "Establish a National Youth Service," is the credo of the Coalition for National Service. Items B, C and D were formulated at Wingspread during work group sessions, discussed and revised at a plenary session, endorsed by those at the Wingspread Conference, and supported by almost all of the Coalition members who sent in comments on the draft agenda. Items E through L were formulated at Wingspread during work group sessions and were presented at a plenary session. They are offered as well-considered ideas and recommendations, with strong support from Coalition members but with less than unanimous support. Item M consists mostly of suggestions made by Coalition members in commenting on the draft agenda; these suggestions are generally consistent with the position of the Coalition but have not been reviewed by other members.

A. Establish a National Youth Service.

Service in a democracy traditionally refers to military service. We speak to another form of service that is vitally important and that would, in the event a peacetime military draft is reinstituted, be viewed as fulfillment of a person's peacetime service obligation.

Our society has enormous needs for service in such fields as health, education, conservation, and care for the very young and the very old. Young people from all walks of life could meet many of these needs. In doing so, they would be able to test themselves and receive valuable experience for their future careers. An investment in their country while young would help them become better citizens as they mature. First-hand, constructive experience with major problems in society would better equip them for the future as parents, employers, leaders, voters and volunteers.

The Coalition for National Service endorses a program of opportunities for national youth service in order to meet many of our most pressing needs and to permit young men and women to become engaged in the building of a better society. The program would have these basic features:

1. *The basic reason for national youth service is the work to be done.* Main areas are tutoring, literacy training, day care, elder care, conservation, and various kinds of community service.
2. *Full-time service opportunities would be available to all young people.* The main criterion for admission would be willingness to serve. All young people would be encouraged — not required — to serve, would receive stipends while in service, and would be rewarded with an educational entitlement upon completion of service.
3. *Each participant would both serve and learn.* The service itself would be the basis of a learning experience as participants reflected on their service activities. Learning would range from development of specific skills to growth in self-knowledge, problem solving, and working with people.
4. *Service activities would be directed and financed at the local level to the extent permitted by available resources, and would include projects organized and directed by young people.* Thus, maximum local initiative would be encouraged in a program which recognizes that:
 - All young people are qualified to serve. High school dropouts are today serving as tutors, and doing a good job; others are receiving specialized training for responsible hospital positions. Each participant would receive the training and supervision needed for the assignment. In the words of Martin Luther King, Jr., "Everybody can be great because everybody can serve."
 - There would be a transition phase. Starting with the existing foundation of conservation corps, community service and overseas service programs, the growth of national youth service would be constrained by identification of useful tasks, finding enough trainers and supervisors, and obtaining sufficient funding. The transition phase would permit experimentation with various techniques and activities.
 - Participation would be by means of a contract, voluntarily entered into by all parties. The contract would spell out the responsibilities of the participant, the sponsoring agency and the funding agency.
 - Duration of service would range from a minimum of six months to a maximum of four years. The value of the educational entitlement would be proportional to the time in service.

5. *A public foundation at the national level would underwrite service activities.* Such a foundation should be removed from political pressures but would receive both Congressional appropriations and private contributions.

B. Create a National Youth Service Foundation.

Our nation needs the active contributions of young people to address challenges in areas such as conservation, education, emergency responses, child care, drug use, care for the elderly and the disabled. These are just some areas in which young people can improve the quality of life in America by providing services not readily available in the labor force. Programs at every level of government and throughout the nonprofit sector have long depended upon the energy and commitment of young volunteers. Young people have served in the Peace Corps and VISTA (Volunteers in Service To America) for over 20 years. Beyond serving vital social functions, young volunteers gain experience and skills and become more employable, productive, and self-respecting as citizens.

With appropriate leadership and support from the federal government, the best of existing youth service programs will be expanded, new initiatives will be developed, many more young people will be involved, and citizen service can become an integral part of every young American's experience. The United States needs a nationwide youth service initiative that shall be:

1. *Service-oriented*, emphasizing service to others as its primary mission;
2. *Developmental* in its approach, encouraging youth service at the elementary and secondary school age level and in colleges and universities; and including programs of full-time service opportunities for young adults;
3. *Responsive* to community needs identified by local citizens and leaders and coordinated through community-based organizations;
4. *Citizen-directed* through volunteer boards of directors, including meaningful participation of young people on each board;
5. *Inclusive* in providing encouragement and support for all young people from all backgrounds and levels of educational attainment;
6. *Integrative* in assuring that young people from different backgrounds and situations have opportunities to work together and learn from each other, and
7. *Interactive* in providing a high degree of communication and cooperation within and between communities and states.

A National Youth Service Foundation is proposed as a public corporation to support this nationwide initiative. It is to be funded jointly by the federal government and private sources to strengthen the burgeoning grass-roots youth service movement of full-time Conservation and Community Service Corps programs. The Foundation will finance technical assistance and action-research activities to increase and improve youth community service, and it will develop a program of educational benefits for young people who devote full time to volunteer service. It will also provide funding for demonstration projects and assistance to state governments and nonprofit groups seeking to establish or increase youth service programs, including support for expanding programs of full-time youth service with enrollment periods of at least six months.

C. Develop an International Volunteer Youth Service

Recognizing the enormous unmet needs of peoples and countries around the world for vital services in areas such as health, sanitation, education, literacy, conservation, environmental protection, caring for the elderly, young children, the disabled, and other groups, particularly in Third World countries;

Acknowledging the important contributions that the U.S. international volunteer agency, the Peace Corps, has made the last 27 years in that direction;

Convinced that many of these needs can be met or partially met by the volunteer contributions of the most valuable resource of all countries, their young people; the Wingspread Conference of the Coalition for National Service

Urges that the concept of an international volunteer service featuring bilateral and multilateral team approaches and exchanges of young people from different countries be seriously considered.

It is further *urged* that the United States use its resources and influence to implement this concept, which would challenge the young people of the world to play important roles in helping the people of their own and other countries.

An important initial effort would be for the United States government to call for a cooperative venture between the U.S. and the U.S.S.R. to enlist young people of both countries to work together as volunteers in teams whose services would make a difference in the quality of life and in the environment. These bilateral teams would not only serve upon request in the Third World countries, whose needs demand instant attention, but also would serve where needed in the United States and the Soviet Union. Such a cooperative venture is particularly timely today when Soviet society is seeking new directions to improve its social and economic institutions.

The emphasis of General Secretary Gorbachev on "perestroika" and his call to his people for constructive local initiatives present a unique opportunity for the United States to work together with the Soviet Union in an extraordinary bilateral program dedicated to bettering the lives of people. The U.S. should match the U.S.S.R. in emphasizing local programs and people-to-people approaches.

D. Offer service-learning opportunities to all students.

Whereas, the schools of the nation have a central responsibility to help transmit America's values from one generation to the next;

Whereas, a seminal value is the pursuit of happiness;

Whereas, another seminal value is to have a nation of individuals caring about one another and exercising civic responsibilities and rights to one another;

Whereas, we seek to engender the self-esteem and self-perception of every young person;

Whereas, many other educational goals such as generic employability skills, critical thinking skills, good attendance and increased basic skill achievement can be enhanced through quality programs of service;

Whereas, human beings learn best by doing;

Whereas, commitment is demonstrated through action;

Whereas, there are many societal needs to be met;

Resolved, that the public schools in each state make central to their fundamental educational program quality student service opportunities including

1. either a requirement in each state that each school system provide — in consultation with the individual student — the opportunity to every student for a service-learning program built on good practices (See G-1 to G-7, below) and eligible for elective credit toward graduation or a graduation requirement of 100 hours of service with attendant reflection; and
2. age appropriate curriculum and instruction including service and class-based reflection each year kindergarten through the twelfth grade; and be it further resolved that
3. sufficient importance be attached to this school responsibility that local, state and national resources be sought and secured from private and public sources to make the requirements a reality.

E. Undertake the following pilot projects and research efforts.

1. The clearinghouse project

While sustained efforts have been made by the National Service Secretariat to assemble information on the many activities related to national service, they have been grossly underfunded. There is great need for a well-funded project systematically to collect, organize and analyze the data base relevant to national service and to make this information available in a modern data and information retrieval system.

Moreover there should be established a program of information and publication that would present the significance, role, and results of various ongoing national service activities.

2. The absorptive capacity project

Surveys suggest a need for some 4 million young people in full-time national service, but better estimates of the domestic market demand for young volunteers are required.

This project involves the selection of a community of known socio-economic characteristics with various community needs in child care, care of the elderly, health and sanitation, etc. and supplying youth volunteers to the point of saturation. The number of volunteers required to meet 100 percent of the community needs would be a measure of the demand for volunteers that could then be projected for other communities and for the nation.

3. The service choices project

Currently there is little good information on the supply of youth services made available as young persons in the 18-24 age group make choices among civilian service, both domestic and international, military services, or neither.

This project proposes the selection of a geographic area of known demography and making all manner of service options available to the young persons within the community and observing the choices that are made. This information could then be generalized to the total society to determine how many and what kinds of volunteer services young persons are willing to offer.

An extension of this project could involve a longitudinal study of what happens to those who have chosen national service.

4. A nonmilitary alternative to ROTC project

For many years military service has been promoted by the ROTC program which supplies financial assistance to ROTC students who commit to military service after graduation from college.

To promote civilian service, both domestic and international, a project is proposed to offer financial support for two years of college work preparatory to service in exchange for a commitment to two years of full-time civilian service after graduation. This project — an example of which is just getting underway at Norwich University in Vermont — should be tested in a variety of colleges and universities and the results carefully evaluated.

5. The budget analysis project

Very little is known about the total and unit costs of various kinds and types of national service activities. In order to answer questions about the costs of present and future proposals, data on costs needs to be collected, analyzed and made available.

F. Promote cooperation with the private sector.

Stimulate the interest of private sector groups by noting the intrinsic value of service and by appealing to their sense of enlightened self-interest and sense of civic responsibility. Explain that youth service will improve the economic viability of the nation in the long run by increasing the employability of those who serve. Note that for some young people, participation in youth service will be their only opportunity to become useful members of society. Describe how the investments young people make in the United States as members of a national youth service will be expressed later by their increased levels of civic participation.

The worlds of business and industry, labor unions, and volunteers can contribute in many ways to the development of national service. They can:

1. Make financial contributions to the proposed National Youth Service Foundation;
2. Give cash and material and volunteer assistance to local youth service projects;
3. Generate political support to help make national youth service a public priority;
4. Build a public view of service as valuable enterprise;
5. Advertise the opportunities and benefits of national youth service — for those in need, for those who serve, for future employers, for the community, for the nation;
6. Encourage employees, union members and volunteers to serve on boards of directors and advisory councils of local youth service projects;
7. Help provide direction on service opportunities appropriate for national youth service, i.e., those not being met by members of the labor force or by unpaid volunteers;

8. Recruit employees, union members and volunteers to serve as mentors to youth service participants;
9. Help to launch youth service programs;
10. Assist in developing and conducting evaluations of local programs;
11. Build support for what is going on by publicizing program accomplishments.

G. Link service with learning and learning with service.

The term service-learning denotes the dual outcomes of (1) benefits to the community and (2) benefits to the person providing the service. Service purposefully precedes learning because of the priority it holds in relation to learning. The educational outcomes which do result from the service experience are, however, significant. Well-run programs produce the following results for participants:

- Internalization of values and elements of character to include empathy, integrity, and commitment;
- Connection to society as useful citizens;
- Improved employability skills;
- Enhanced self esteem, confidence and competence;
- Heightened academic skills, intellectual development and career perspectives;
- Higher order thinking skills such as problem solving and critical thinking;
- Enhanced sense of social responsibility;
- Appreciation of cultures which may be different from their own;
- Understanding that personal and social development involves a combination of theory and practice, thought and feeling, and above all — active commitment.

Service-learning administrators can achieve the above outcomes by:

1. Asking participants to reflect upon their service experiences by participating in group discussions, keeping daily journals, reading regularly, and demonstrating what they learned by means of oral or written presentations;
2. Recognizing service-learning as a developmental process which should be introduced incrementally at the earliest possible age;
3. Demonstrating to participants how they can become active learners in shaping their education;

4. Fostering a relationship between the server and served that is based upon and that creates a sense of caring, mutual responsibility and respect;
5. Providing good leadership and supervision;
6. Matching participants with service projects so participants can see the results of their service;
7. Recognizing and acknowledging the services rendered by participants.

H. Maintain broad-based participation in national service.

Although some of these points may not appear to be elements of broad-based participation, they are necessary to create an image of respect for fellow human beings and for communities. This approach enhances the perception of national service and attracts people from those communities to be part of the national service effort.

1. Verify real community needs from these perspectives:
 - a. that they meet the funding criteria;
 - b. that they represent problems that need to be addressed and not just "make work."
2. Utilize the following strategies to achieve a mix of volunteers:
 - a. insulate the selection of volunteers and sites from political pressures;
 - b. project an image of national service that makes clear it offers service opportunities to all young people; neither let it acquire the image of a "welfare" or a "jobs for needy youth" program on the one hand, nor of a conscience-solving escape exercise for the idle rich on the other hand;
 - c. Recruit a broad-based membership for committees charged with selecting volunteers and project sites;
 - d. Give top priority to the service to be performed; the concern for broad-based participation is extremely important but should not be seen by volunteers or communities or anybody else as the primary objective of the program;
3. Motivate members of low-income and other historically by-passed groups to become volunteers by being sure that the benefits to be received are tangible, concrete, portable and universally recognized; there has to be both the perception and reality that benefits will be received.

1. Work with young people on the evolution of national service.

1. Encourage young people presently involved in youth organizations to draw public attention to and public support for national service.
2. Recruit additional youth organizations to support national service.
3. Convey the value of national service for developing youth leadership skills.
4. Encourage young people to attend meetings such as those of the city council and county legislature and voice their opinions about things relating to their future.
5. Present the case for national service to high school and college officials.
4. Respect and value the local communities where the service is performed. Recognize that the receiving community has strengths and individuals with talents and skills that need to be tapped as volunteers and as advisers who will help to guide and direct community projects.
5. Apply the following criteria for funding local youth service activities:
 - a. There is a diversity of volunteers (cultural, racial, income levels, etc.);
 - b. There is a diversity of skills required so that no groups of young people, such as the blind and deaf and mentally retarded, are excluded from participation because there is nothing they can do;
 - c. They are undertaken in partnership with the communities being served and are under the supervision of persons in the receiving community;
 - d. There is an attempt to develop the self-help capacity of the community where the service is taking place;
 - e. There is an assurance that the youth service project would help to meet the real needs in the community.
6. Include a training period to orient young people to national service, and to develop a sense of common purpose and camaraderie.
7. Develop ways in which successful local youth service innovations can be picked up nationally.
8. Utilize low-cost, efficient systems to assess local needs.
9. Leverage funds and resources.
10. Recruit and exchange volunteers from and to different communities.

6. Identify, educate and support public officials who will assist in promoting the growth of youth service programs.
7. Include the GI Bill in the national service plan.
8. Provide forums for discussions regarding national service.
9. Ask young people to survey the needs of their communities.
10. Involve young people in conferences, planning and membership service.
11. Have young people contact special interest groups such as labor unions.
12. Deal with youth groups that are not set on the concept of national service. Find what moves them and enlist those groups. Give them more information so they will be more receptive to it.
13. Set up regular meetings, retreats, forums and annual events where mobilizing can occur. Highlight the concept of national service, recognizing its contribution and impact.

J. Expand state and local programs by adopting these strategies.

1. A Tangible Goals Strategy

- a. Ask the nation's 16,000 public school systems to require all schools to offer students organized community service opportunities.
- b. Ask institutions of higher education to challenge all students to serve part-time during college and full-time for a year or more.
- c. Ask all states, cities and counties to establish full-time service opportunities for out-of-school young people.
- d. Make efforts to establish these goals as priorities of state boards of education, state legislatures, the Education Commission of the States, the National Governors Association, and other relevant bodies.

2. A Venture Capital Strategy

Create a public foundation devoted to youth service expansion with a venture capital fund of \$100 million gathered from major foundations, corporations and very wealthy individuals. Seek an additional matching \$100 million from the U.S. Congress. These planning grant and replication funds can leverage even more substantial local public and private funds for local program operation.

3. A Ripple Effect Strategy

Enlist major, well-established American institutions — such as United Way, Boy Scouts, Girl Scouts, National Collaboration for Youth, etc. — in the national campaign to expand state and local community service programs.

4. A "Create Money" Strategy

Link special state and local tax mechanisms to youth service to generate sustained program funding. One precedent is the California Bottle Bill. Another is the Minnesota school district tax levy for youth development. The possibility of a federal tax mechanism should also be explored.

5. A Celebrity Spokesperson Strategy

Promote the youth service vision through a highly credible national figure. This strategy could be tied to an Ad Council Campaign to get the American people behind the ethic of service as central to the American tradition of citizenship.

6. A Corporate Support Strategy

Invite corporations to help finance local youth corps. For example, City Year in Boston has convinced four local corporations to finance four youth service teams at a level of \$25,000 per team. The corporations gain valuable local advertising and can point to tangible results from their investments: namely, the work done in the community by the young people. Business councils and other umbrella groups of corporations might help finance national expansion strategies.

7. A "Delegation of Notables" Strategy

Organize a delegation of notables to adopt youth service as a central priority of American society for the next decade and become the board of directors for the public foundation chartered to expand state and local youth service programs and raise the \$100 million from foundations, corporations and wealthy individuals.

K. Foster linkages with other interest groups.

The national service idea was developed by people who have worked on it for a long time. Now the movement is becoming more inclusive. This conference is an example of that. We need to gather the momentum to include many other groups, including those who might feel threatened by it.

1. Continue to involve those who have shaped national service plans to date and invite others to join the process. Develop and expand support for youth service by students, community agencies, educators, labor unions, business people, senior citizens, religious institutions, environmentalists, traditional volunteer groups, civil rights organizations, women's groups, veterans groups, professional groups, and by representatives of those who would be served.
2. Consider the issues these other groups will bring to the national service discussion and develop strategies that are genuinely responsive.

This requires a "thinking through" on our part of what their interests and resistances might be. For example, how do professional social workers overcome feeling threatened by volunteers providing caring and compassion to clients? Are the volunteers used effectively to support the team approach in working with a client or are they resented and under-utilized? What are the implications for social work education if we are to have volunteers in their workplace?

Also, how do we meet the resistance of the business community that sees national service as a threat to a rapidly shrinking entry-level labor pool? In Massachusetts, for example, with a 3% unemployment rate, McDonalds has over 3,000 entry-level jobs open in Boston. Can we have employers hire students for 20 hours a week with two of those hours devoted to community service, e.g., delivering meals on wheels or shopping for a senior?

We must think through the arguments that each constituency will bring and develop strategies for meeting their resistance and building in broad-based support.

3. Ask these groups to endorse the Coalition's Statement on National Youth Service, then involve them in small pilot programs based on that Statement. As the Coalition expands, it can spin off regional groups that would conduct meetings and facilitate the pilot programs.

L. Generate active public support for national service.

1. Communicate via newsletter between a national office and local constituencies.
2. Raise the money for the National Service Secretariat to communicate with those persons and organizations now in the Coalition and with those who come in later.
3. Identify hundreds of national service supporters in every state and in every big city.
4. Seek the broadest possible endorsement of the statements that appear as Items A and B of this agenda.

M. Consider these other items.

1. Develop agreed-upon definitions in the field of national service. Suggested definitions follow:
Service: A contribution to the welfare of others.
Volunteer: A person who serves of his own free will.
National Service: An expression of the mutual responsibility between a nation and its young people where the nation calls on its

young people to perform needed military, community and conservation services; where young people recognize their citizenship responsibilities by volunteering to serve, and where the nation supports them in such endeavors.

Service-learning: The integration of service with academic growth, wherein the service informs the learning and the learning informs the service.

2. Organize teams of youth service participants to conduct seminars and workshops aimed at combatting discrimination by race, age and gender.
3. Find a term other than "community service" to describe the sentences handed out to criminals as an alternative to fines and incarceration.
4. Organize teams of students from high schools and colleges to research local service needs and to develop strategies for solutions through service.
5. Devise a form of national service for senior citizens. A National Senior Service could help to fill the vacuum being left by the transition from a stable family farm economy to a more individualistic and mobile life in a technologic urban corporate society. Youth service and senior service participants could work in teams to serve others and in the process, the seniors could pass on values to their youthful team members.

III.

A GOAL FOR 2000: INSTALL NATIONAL SERVICE AS PART OF THE FABRIC OF OUR NATION

(Excerpts from a speech by the Rev. Theodore M. Hesburgh, c.s.c., President Emeritus of the University of Notre Dame, to the Wingspread Conference of the Coalition for National Service, July 7, 1988)

National service grows out of our best national tradition and keeps it moving toward a good conclusion. It embodies what is best in America. Our domestic goals should grow out of our most deeply held values as a nation: that all men are created equal; that we share certain inalienable rights endowed by God and not the state, among which are life, liberty and the pursuit of happiness.

What does happiness mean? Fulfillment. If you want to be humanly fulfilled, you don't do it by constantly taking in the way we do when we have a good meal but by what you have given out. I often tell our students that when they meet the good Lord in judgment, the only thing they are going to hold in their hands to give him as a testimony of their lives is what they have given away of themselves.

National service is at the heart of the best of America's dreams. I've always been attracted to national service for professional reasons. If you have spent most of your life in a university, as I have, you are consumed with the idea of what you are doing. What is the product of education? What effect are you trying to have on the world? I have always felt that education isn't worth a hoot if it is simply intellectual. There has to be something more. High intelligence without a high sense of value and integrity is not only not very useful to the country but it is also dangerous. We can see this from some of the recent sleaze incidents in Washington. The people who do that are not dummies. They simply lack integrity. They are given to greed instead of service to country.

National service represents a value inherent in our Constitution and Declaration of Independence. The central values are equality of opportunity and the quality of life, i.e., the pursuit of happiness. National service at its heart speaks to both of those endeavors. They are both central to any agenda a new president might have.

They should also be central to a global agenda. We might do national service best in the company of Russians. That would indeed be a substitute for surrogate wars where we fight out our little differences and really complicate the lives of people all over the world.

"When young people serve, compassion and commitment become part of their lives."

Intelligence and value have to go together if the country is going to prosper or if an individual is going to amount to anything. There are two values in particular that national service speaks to: compassion and commitment. Who can live in the world we live in and not suffer with 80% of the world's people trying to live on 20% of the world's goodies such as employment, health, transportation, housing and education. To be compassionate about that situation means we don't accept it; we try to do something about it. This is where commitment comes in.

If young people are living as the journalists say they are — looking out only for number one — it is our fault. I have always found young people ready to respond to good leadership. I say to students you can suffer when you look at the state of the world today but unless you make a commitment to do something about it, the compassion is pretty empty. You should start doing it early in life or you will never do it.

When young people serve, compassion and commitment become part of their lives. They are going to be at the core of what makes this nation great. You can see it in the 125,000 Peace Corps Volunteers who have served since 1961.

We need to get national service installed as part of the fabric of our nation. We've got to get it done and we have to realize how central it is to the life of this nation, how possibly it might even be a breakthrough on the greater geopolitical problem that faces us — one of trust and collaboration in a world where people are so often snarling at each other from different quarters. Now young people working together to accomplish something good are going to do more than that — they are going to change the mentality of their nation.

I leave you tonight with the virtue of hope. We've been thinking the same, Don, about national service for a long time. This meeting will be successful if only we all go home saying, "maybe with a little more effort we can get this thing over the top."

I'm sure we can.

APPENDIX A

COALITION FOR NATIONAL SERVICE

Individual Members

(Affiliations are listed only for the purpose of identification.)

Robert C. Andringa, President, Creative Solutions Group
Ivan Backer, Hartford
Michael A. Bailin, President, Public/Private Ventures
Derek Bok, President, Harvard University
Ezra Bowen, Senior Editor, Time Magazine
Ernest L. Boyer, President, The Carnegie Foundation for the
Advancement of Teaching
Prof. Richard G. Braungart, Syracuse University
Rt. Rev. Charles L. Burgreen, Episcopal Bishop to the Armed Forces
Prof. Jeanne S. Chall, Harvard Graduate School of Education
Hon. Henry G. Cisneros, Mayor of San Antonio
Harlan Cleveland, Director, Hubert Humphrey Institute
Robert L. Clodius, President National Association of State Universities
and Land-Grant Colleges
Roger D. Coates, Washington, DC
Johnnetta B. Cole, President, Spelman College
Debbie Cotton, Boston College
Mrs. Helen C. Curtis, Rochester, New York
Prof. Frank P. Davidson, Massachusetts Institute of Technology
David N. Denman, Virginia Reiss Associates
Howard F. Didsbury, Jr., World Future Society
Earl W. Eames, Jr., Chairman, National Service Secretariat
Prof. Joseph W. Eaton, University of Pittsburgh
Donald J. Eberly, Executive Director, National Service Secretariat
David G. Ebert, Chairperson, Hospitality Department, Pima County
Community College District
Russell Edgerton, President, American Association for Higher
Education
Prof. Amitai Etzioni, Harvard Business School
Hon. Daniel J. Evans, U.S. Senate
Dianne Feinstein, former Mayor of San Francisco
Reynold Feldman, Academic Vice President, Metropolitan State
University
Prof. John L. Ford, Cornell University

Franciena Fowler-Turner, Coordinator of Volunteer Programs, St Ann's
 Infant and Maternity Home
 Hon. Donald M. Fraser, Mayor of Minneapolis
 George Gallup, Jr., Co-Chairman, The Gallup Organization, Inc.
 John W. Gardner, former Secretary of Health, Education and Welfare
 Carla Gelband, The Sidwell Friends School
 Donald P. Gifford, President, Sales Mart, Inc.
 Barbara Gomez, Council of Chief State School Officers
 Richard and Nancy Graham, Washington, DC
 S. Kim Grose, Student, Stanford University
 Elizabeth Ann Hales, School of Hotel Administration, Cornell
 University
 Samuel Halperin, Study Director, The William T. Grant Foundation
 Commission on Work, Family and Citizenship
 Stephen F. Hamilton, Cornell University
 LaDonna Harris, President, Americans for Indian Opportunity
 Prof. Thomas B. Hartmann, Princeton University
 Prof. Diane P. Hedin, University of Minnesota
 David D. Henry, founder, African Scholarship Program of American
 Universities
 Rev. Theodore M. Hesburgh, President Emeritus, University of Notre
 Dame
 Harry J. Hogan, Board Member, Council for the Advancement of
 Citizenship
 William C. Holmberg, Energy and Environmental Consultant
 David W. Hornbeck, former Maryland State Superintendent of Schools
 Genevieve K. Howe, California Conservation Corps
 Sydney Howe, founder of the Human Environment Center
 William J. Howell, Winnetka, IL
 Hans R. Huessy, Professor Emeritus, University of Vermont
 John E. Jacob, President, National Urban League, Inc.
 Prof. Morris Janowitz, University of Chicago
 Mrs. Morris Janowitz, Chicago
 Mrs. Truda C. Jewett, The Children's Aid Society
 William Josephson, Attorney
 Donald Kennedy, President, Stanford University
 James Kiehlmeier, President, National Youth Leadership Council
 Prof. Melvin H. King, Massachusetts Institute of Technology
 Prof. William R. King, University of Pittsburgh
 Roger Landrum, Co-Director, Youth Service America
 Mrs. Orelia W. Ledbetter, Silver Spring, MD
 Mrs. Mildred Robbins Leet, Co-Director, Trickle Up Program
 Peter Levine, Yale College '89
 Hon. John Lewis, U.S. House of Representatives
 Anita Magafas, University of Iowa
 Prof. Ray Marshall, University of Texas at Austin

Paul N. McCloskey, Jr., Attorney
 Thomas C. Mendenhall, former President of Smith College
 Mrs. Kathleen Merchant, Secretary, National Service Secretariat
 Joshua L. Miner, founding Trustee, Outward Bound, Inc.
 Rev. Norman E. Minich, Yardley, PA
 Prof. Charles C. Moskos, Northwestern University
 Alida J. O'Loughlin, Director, Cambridge Center for Adult Education
 Hon. Leon Panetta, U.S. House of Representatives
 Cynthia Parsons, Chester, VT
 W.E. Phillips, Chairman, The Ogilvy Group
 Jack J. Preiss, Durham, NC
 Phillips Ruopp, Senior Associate, Kettering Foundation
 David S. Saxon, Chairman, MIT Corporation
 Hon. James Scheibel, Councilman, Minneapolis
 Hon. Vincent C. Schoemehl, Jr., Mayor of St. Louis
 Donna E. Shalala, Chancellor, University of Wisconsin
 Prof. Michael Sherraden, Washington University, St. Louis
 Albert J. Simone, President, University of Hawaii
 Bill Simpson, Beverly, MA
 Frank Slobig, Co-Director, Youth Service America
 Gordon Smith, Raleigh, NC
 Arthur Springer, New York City
 David F. Squire, former Deputy Director of the Job Corps
 John S. Stillman, former Chairman of the American Veterans
 Committee
 R. Peter Straus, President, Straus Communications
 Harold Taylor, New York City
 Mark A. Thennes, National Center for Neighborhood Enterprise
 Prof. Martin Trow, University of California
 Gregory Turlik, Good Counsel High School, Maryland
 Stansfield Turner, former Director of Central Intelligence
 Richard A. Ungerer, National Institute for Work and Learning
 Rafael Valdivieso, Vice President, Hispanic Policy Development
 Project
 Edward O. Welles, Washington, DC
 Jacqueline Grennan Wexler, President, National Conference of
 Christians and Jews
 Barbara I. Whitaker, Atlanta Public Schools
 Peter O. Willauer, President, Hurricane Island Outward Bound
 Alice Winner, Emmaus, PA.
 Willard Wirtz, former Secretary of Labor
 Hon. Harris Wofford, Secretary of Labor and Industry, Commonwealth
 of Pennsylvania
 Russell A. Wood, Washington, DC
 Leonard Woodcock, former President of the United Auto Workers
 Union
 Adam Yarmolinsky, Provost, University of Maryland-Baltimore
 Campus

Institutional Members

(Organizations named in parentheses are listed only for the purpose of identification.)

American Correctional Association
American Veterans Committee
American Youth Work Center
Autism Society of America
Campus Outreach Opportunity League
Center for Social Concerns (University of Notre Dame)
Center for Youth Development and Research (University of Minnesota)
College of Social Sciences (Mankato State University)
College Venture Consortium (Brown University)
Coro Foundation
Council of the Great City Schools
Friends of VISTA
Lincoln Filene Center for Citizenship and Public Affairs
MDC, Inc., Chapel Hill, NC
Minnesota Conservation Corps
National Alliance of Business
National Association of Secondary School Principals
National Association of Service and Conservation Corps
National Association of State Boards of Education
National Interreligious Service Board for Conscientious Objectors
National Society for Internships and Experiential Education
National Youth Leadership Council
Quest International
SerVermont
Southeastern University
Spring Lake Ranch, Vermont
Thomas Jefferson Forum, Boston
Volunteer Clearinghouse of Washington, DC
Youth Leadership Council (Dalhousie University)
Youth Resource Development Corporation, Poughkeepsie, NY
Youth Service America

APPENDIX B

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APPENDIX C

SELECTED ORGANIZATIONAL ADDRESSES

(Several locations house two or more organizations.)

Campus Compact: The Project for Public and Community Service	Box 1975 Brown University Providence, RI 02912
Campus Outreach Opportunity League	386 McNeal Hall
Center for Youth Development & Research	University of Minnesota
National Youth Leadership Council	St. Paul, MN 55108
Coalition for National Service	5140 Sherier Pl., NW
National Service Secretariat	Washington, DC 20016
National Association of Secondary School Principals	1904 Association Drive Reston, VA 22091
National Council of Returned Peace Corps Volunteers	1319 F St., NW Suite 900
Youth Service America	Washington, DC 20004
Human Environment Center	810 18th St., NW
National Association of Service and Conservation Corps	Suite 507 Washington, DC 20006
National Institute for Work & Learning	1255 23rd St., NW Suite 400 Washington, DC 20037
National Society for Internships and Experiential Education	3509 Haworth Drive Suite 207 Raleigh, NC 27609
Peace Corps	1990 K St., NW Washington, DC 20526
Public/Private Ventures	399 Market St. Philadelphia, PA 19106
VISTA	806 Conn. Ave., NW Washington, DC 20525
Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship	1001 Connecticut Ave., NW Suite 301 Washington, DC 20036